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JOURNAL of EDUCATION

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EDITORIALS

Gyroscopic Stabilizer

MAJOR A. H. GILKERSON, Federal army pilot, with Elmer A. Sperry, co-inventor of the gyroscopic stabilizer, rode securely for fifty hours in a flying machine regardless of fog, storm or other untoward weather, because the automatic gyroscopic compass (pilot) functioned perfectly, went straight to its destination, Washington, D.C.

Civilization must have a gyroscopic stabilized education in order to weather the social fog, the industrial storms, the static traditions which are endangering church, state, and finance.

Revelation of Perfection in Detail

THERE are thirteen hundred varieties of snowflakes. This indicates the infinity of creation, and is important as a suggestion of what the modern camera reveals.

Each of these thirteen hundred crystals is six-sided or has six principal branches.

Snowflakes formed in the higher strata of atmosphere are usually more solid than those in a lower strata.

Each lace-like snowflake seen under a magnifying glass over a dark object reveals a fantastic world of ice crystals. They are in thin plates, or in columns, or combinations of plates and columns. There is nothing accidental in any one crystal of the 1,300 varieties of snowflakes.

The edges of every snowflake are turned up. This is caused by the pressure of the atmosphere as the snowflake falls.

The number of varieties has been discovered in recent months.

The importance of this revelation is that it reveals the infinite perfection of detail in creation. It signifies infinitely more to a child than any abstract statement.

New York City is to have four million dollars for playgrounds scientifically located and artistically directed.

Appreciating Erskine Ramsay

ERSKINE RAMSAY has been chairman of the Board of Education in Birmingham, Alabama, during the years that the city has had fabulous industrial and commercial growth, and equally remarkable educational development.

We have known of no one who has rendered greater service to city schools for as many years at as great sacrifice of time and thought, and has never allowed this public service to be used in any way for his personal or political advantage.

He has, however, had appreciation such as no one else has enjoyed. Mr. Ramsay's activities have never been perfunctory or merely administrative. He has known the schools personally, has attended the public functions, has signed his name to every diploma that has been granted, has been seen in his official capacity by every graduating class, and has been known personally by every teacher in all these years.

His recent birthday was celebrated by every pupil in the city system, white and colored. Each pupil wrote a personal letter of appreciation of his interest in their education. In the first grades the children wrote their names to a letter prepared by the teacher.

No child was permitted to contribute a penny for the celebration of Mr. Ramsay's birthday—the teachers, however, provided a beautiful chest in which these more than fifty thousand personal greetings were presented. These remarkable letters are preserved in this famous chest. In all the years of acquaintance with schools we have never had just such a glorious thrill as when we stood beside that chest with its thousands of letters and read some of the letters in which children, white and colored, told what their school had meant to them, recognizing that Mr. Ramsay represented the schools, teachers, principals, supervisors, and superintendent.

Kentucky Yesterday and Tomorrow

ONE of the important civic and educational problems of America is the relation of Kentucky's tomorrow to her yesterday.

Today is never significant except as it is the tomorrow of its yesterday or the yesterday of its tomorrow.

The remarkable yesterday of Kentucky will be of no more historical importance than any museum of stuffed animals unless the Kentucky of the present is the yesterday of a glorious tomorrow.

Few states are as well prepared to make a brilliant future as is Kentucky. No state has the same relation to the Ohio, the Mississippi, the Cumberland, and the Tennessee rivers, to the wealth of the Mid-West, to the Atlantic South, and the Gulf South as has Kentucky.

Kentucky has inherited significant achievement of limitless vitalizing force.

The story of Daniel Boone, of Lewis and Clarke, Lincoln and Davis, have been adequately magnified, but too little attention has been given to the fact that Henry Clay imported the Herefords, the first pure breed beef cattle in the New World. The ambling saddle horse, the only pure breed domestic animals created in the New World, were trained in the Blue Grass Country. It has been the land of the breeding of famous horses for a century.

Kentucky was the twin mother of the public school system of the New World. It was the primal inspiration of Horace Mann in his leadership in public education, and Massachusetts was only one year ahead of Kentucky in its public school system, and it would have been a year behind but for the incidental hesitancy of Kentucky.

Thirty years ago the Blue Grass region had a larger proportion of pure breed horses, cattle and sheep than had any equal area and population in the New World.

Since 1920, when the country suddenly became America-minded, and sectionalism began to loosen the traditional terror of three hundred years, Kentucky was in position to take early advantage of the mighty force of the unsectionalized South.

The State University and the State Teachers Colleges ripened suddenly into leadership in modern education. Nowhere has there been greater advance in collegiate equipment for the promotion of culture and achievement in education in the last five years.

Apparently the administrative educators are united courageously to withstand all assaults upon the leadership that has created the noble spirit which has given the state its famous reputation in modernizing education in the last five years.

Dalton System in Chile

MISS HELEN PARKHURST, the leader in the promotion of the Dalton system of education, has had several teachers from Chile in training for the education of teachers in Chile in the successful introduction of the Dalton system in Chile.

Miss Charlotte Ann Keefe of New London, Connecticut, spent five months in Chile at the request of Mariano Navarreta, Minister of Education.

Harr Wagner's "Joaquin Miller"

"JOAQUIN MILLER and His Other Self," by Harr Wagner, is the free, frank record of a most unusual personality by one who knew the poetic genius and social personality, intimately and devotedly, for a third of a century as few men

whom I have known admired and loved another man of genius as long and as intimately.

I have known, admired, and enjoyed the fellowship of Harr Wagner for more than forty years. I never knew Joaquin Miller, but I was never with Harr Wagner much in one year that he did not charm me with his intense devotion to Joaquin Miller.

I knew that I was not in Joaquin Miller's class, but I could enjoy him immensely through the adoration of Harr Wagner.

It has been no secret with any of Harr Wagner's intimate friends that he had a passionate desire to put in permanent form a life of Joaquin Miller as he alone of all men knew him for twenty-five years as "friend, publisher, and financial manager."

Knowing Harr Wagner as I have known him for a third of a century I can understand how he could write what no one else could write, and not give it any of the flavor that it would have if written by a critic of Joaquin Miller.

THE introduction of Spanish language teaching and the return of German language teaching in State Teachers Colleges emphasize the fact that we are beginning to appreciate our discoverer, and are unloosing the fetters of the prejudice of overseas experience.

Georgia Illiteracy Campaign

STATE Superintendent M. L. Dugan has launched an interesting anti-illiteracy campaign. He called a conference of the official leaders of all organizations of Atlanta and asked if they would take an active part in the financing of a campaign such as that in Louisiana, paying the teachers to organize and conduct classes in their districts. Every organization enthusiastically enlisted in the crusade.

Dr. Dugan then asked every city superintendent in the state to have a similar conference, and the success has been as great in every city. There has been no hesitancy on the part of any one. It is no longer possible for any one to say: "It cannot be done," or "Learning to read is not important."

Productive School Discipline

NO CITY, county or state board of education can deprive a teacher or principal of the use of the rod in producing disciple.

There is no authority possible for the sparing of the rod except the State Legislature.

This is the judicial opinion of Judge Cappaan of California in a recent suit involving the right of a vice-principal to use a rubber hose upon a recalcitrant lad who persisted in misbehavior.

Order must be preserved in school. This is a universal requirement. Defiance of constituted authority must expect forceful obedience if necessary.

The Mosquito Budget

THE mosquito nuisance has assumed such proportions in the Cape Cod section of Massachusetts that it threatens to jeopardize the real estate business, the summer hotel business, the railroad business, and every other business connected with the resort interests of one of the greatest vacation attractions of the country.

There seems to be no limit to budget available to eliminate all mosquitoes before the end of May this year.

It is interesting, if not amusing, to see the intense devotion of a prominent educator of New York City, retired on a pension, who is grappling with the business as though it were the only important thing in the world, and he says there is nothing so important to those who would save that lovely region for health and joy as to eliminate breeding places of mosquitoes in three months.

Wouldn't it be fine to have equal enthusiasm for the elimination of all breeding places of mischievous influences in education, public, private, and parochial?

It is a bit disconcerting to know that a "dinosaur" was striding north in New Jersey twenty-five million years ago. We cannot adequately appreciate the strides of progress in New Jersey in the last five years.

Juvenile Court's Opportunity

IN THE crusade for a crimeless generation the National Probation Association, Inc., 370 Sewall avenue, New York City, is making an heroic effort to have a devoted and efficient Juvenile Court in action in every city of the United States.

The Juvenile Court can render a service in certain crises in the life of youth than can be rendered in no other way by no other agency.

Harvard has 19,326 more alumni than Yale.

Half Century of S. C. University

THE University of Southern California is fifty years old, and it has kept pace with the progress of California of the South. Its great achievements have been in the nine years in which Dr. R. B. von Kleinsmidt has been president.

The student enrollment has tripled, the faculty has doubled; seven of the best buildings have been erected. Everything, scholastically and professional, has been modernized. In June the completion of the half-century will be celebrated in Southern California style.

Belding's Page

THEY DROPPED OUT

THE chairman of a legislative committee, which has been investigating the question of raising the compulsory school age, reports a discovery. He finds that less than 25 per cent. of the minors who leave school are impelled to do so by economic reasons. Forty per cent. leave school because the studies they are having do not appear to be fitting them for the work they wish to do.

Based on observation of a single year's records of a single state, these figures must be taken as suggestive rather than conclusive.

That the public schools should directly fit boys and girls for the work they are to do in life, is a comparatively recent view. To accomplish so definite a result as this, involves an extreme flexibility of progress such as very few school authorities have yet dared to dream.

The white collar fallacy comes into the picture at this point. Every economist knows that the schools are turning out more graduates with a preference and at least a partial equipment for white collar jobs, than the demand warrants. One result is that clerical and executive positions pay smaller salaries than they would otherwise. This does not appear to lessen the desire for such positions.

The country still suffers from an old superstition that an education leads to a class of employment in which one need not soil the hands. The lure of gentility is acting to divert many young folks away from the work for which they are best suited by nature, into that which looks easier and more respectable.

How are the schools going to adapt their curricula and instruction to that forty per cent., more or less, which thinks it knows what it wants and isn't getting it?

Here is a subject which schoolmen should try to answer, without waiting for legislators to pry into it.

SUITING THE CHILD

MODERN education has discovered the child, and is adapting programs to his needs, as these are conceived or uncovered.

One of the supposed needs is for everything to be sugar-coated. Learning must be made palatable. Children must not be forced to partake of nourishment they do not care for.

This is an excellent principle. The chances are that the child's system will derive but little benefit from that which is loathed.

But sugar is not the only necessity of one's diet. Too much sugar destroys the appetite for wholesome food in great variety.

Any teacher can hand out confestionery and have it eagerly devoured.

Only an intelligent, enthusiastic teacher, inspired by a serious purpose, can dispense the unsweetened with the sweet, and have it accepted on its own account, and because it gives the mental digestion something to work on.

Children like to use their minds if they are given things suitable to use them on. Mental effort is a delight and a game. This fact may not be admitted by pupils who have come to dislike mental effort by reason of tasks beyond their powers. The joy of learning can be "sold" to a class by the teacher who enjoys learning.

One caution needs to be observed even by such a teacher. There is danger in an attempt at overstuffing. No amount of teacher enthusiasm can atone for excessively long assignments. Childhood is a part of life, not merely a period of intensive cramming for some remote demand of energy. "Live and let live," would be a good motto for some teachers.

ZEALOUS LATINIST

SCHOLARLY zeal may carry one to unreasonable lengths. This is perhaps the case with Professor Ralph V. D. Magoffin, head of the classics department of New York University, and a well-known Latinist.

Dr. Magoffin believes that the world needs a second language; a language of international communication. He nominates Latin for the honor.

He argues that Latin has been in almost unbroken use for the past 2500 years; that it has been maintained as a medium of speech by the Roman Catholic Church down through the centuries; that various modern languages are derived almost wholly from it; that English itself has 63 per cent. of its vocabulary composed of Latin words or words from Norman French; that many European universities require theses to be written in Latin; that Latin is found in law books and medical prescriptions; and that half the students in American high schools are familiar with this language of the ancient Romans.

At this point some one should draw the curtain.

How many of these high school students would be able to read a page of Latin without pain? How many of them would be able to converse in Latin?

While Dr. Magoffin is advocating Latin as the much-needed second language, English is getting to be it. English is the native tongue of 180,000,000 people, and is used as an acquired speech by 60,000,000 more.

Anson W. Belding

Associate Editor.

Not So "New" As Painted

By ADELAIDE V. FINCH

Lewiston, Maine

I'D HATE to be called a reactionist, I suppose, but it seems to me that much of the so-called "new" education is not new at all, save in its viewpoint as seen for the first time by some present-day and often rather youthful research worker who feels sure he has discovered something remarkably new which will revolutionize education and show to the rest of teacher humanity what will prove to be the "royal road to learning."

Then this discovered "new" is given what is truly a new terminology, and lo! a bit of the "new education" has been born and named.

Upon analysis by one of the common teacher horde the "findings" are found, often, to be old, and the language, only, to be new.

It also seems to me that much of the educational literature of the day shows such an extreme scientific attitude of mind of the writers that I fear these worthy men are in danger of losing truth itself long since established, even by Solomon himself.

Let us for a moment look at certain words of the new education: "Self-expression"—bah! Self-expression was the very downfall of Greek life at its highest period of material development. There's too much freedom now, for the young. "Attitudes, habits, and skills"—words which teachers learn to rattle off glibly as the aim of education. What is there new here? Nothing but the arrangement of words in the order named. Every good teacher has always tried to develop in her pupils right attitudes, good habits, and skill in the use of English, in arithmetic, etc. Take the word "motivation" that trips so easily from the tongue, and I wonder if the real meaning is always understood by the user—the creation of the "inner urge" (new term), "the want to do" (old English); "project"—almost passé now; "activities"—there's the right up-to-the-minute word one must use now in this year 1930 (no one knows how much longer); "unit of work"—rather good expression, but we've always had the idea; "contract"—borrowed from the business world, and I wonder if the use is right; "behavioristic psychology" (with apologies to Watson)—how "moderne," like the style of furniture that somehow doesn't "take," etc., etc., etc., etc.

I want to say just a word about "developing leadership" by the use of the group method or otherwise. This is all very well, but do you realize, or don't you, that the rank and file of humanity must always be followers? Why not make intelligent, earnest, loyal followers of this larger group? Why try to develop leadership in those who never can lead? Do you want to make white-collared-street-corner loafers? I'm afraid that is what too much of this attempt at developing leadership will result in making. Leaders will develop in spite of you, anyway. They just can't help it.

Now, I repeat my beginning sentence, "I'd hate to be called a reactionist."

Tomorrow

He was going to be all that a mortal could be
Tomorrow.
None should be stronger or braver than he
Tomorrow.
A friend who was troubled and weary he knew
Who'd be glad of a lift and who needed it too;
On him he would call to see what he could do,
Tomorrow.

Each morning he stacked up the letters he'd write
Tomorrow.
And he thought of the friends he would fill with delight
Tomorrow.
It was too bad indeed he was busy today
And hadn't a minute to stop on his way.
"More time I'll give to others," he'd say—
"Tomorrow."

The greatest of workers this man would have been
Tomorrow.
The world would have known him, had he ever seen—
Tomorrow.
But the fact is, he died, and faded from view
And all that he left here when living was thru
Was a mountain of things he intended to do—
Tomorrow.

—Selected.

Why Is a Library?

By G. W. ROSENLOF

Director, Secondary Education, Lincoln, Nebraska

AN EPIC in the development of American education has been the growth of the teachers college as a professional institution. It has been but a handful of years since the American Association of Teachers Colleges came into existence, but since its inception and continuously thereafter it has recognized the fact that "*l ecole normale*" would eventually become a higher institution of learning, enjoying all the emoluments of a strictly collegiate institution and awarding its own baccalaureate degrees to those who complete the courses of training specifically preparing themselves to become teachers in our public schools, both elementary and secondary.

No one is so foolhardy as to deny the permanency of this new development. No one will be so unwise as to deny to the teachers college this right and privilege of becoming what it wishes to become—a collegiate degree-granting, professional institution of "academic respectability."

It goes without saying that not all teacher-training institutions have yet attained to those distinctions of "academic respectability." Complete justification for such recognition can come only after an institution has seriously set for itself the task of achieving such ends or standards that in all particulars conform to those already in force governing the status of our so-called liberal arts colleges and of our universities. It might be added with equal force and assurance that such attainments are without their justification until the students of these institutions are shown to demonstrate by their service to humanity that they have received an equal if not superior training than is possible in a college of liberal arts or a university.

Among the several factors that go to make up and contribute to the achievement of these noteworthy ends, the library as an institution of instruction must stand well to the front, and perhaps second only to that all important and human element, the classroom instructor. Carlyle once defined the true university as "a collection of books." Certainly, today, we look upon the library as the one agency that most truly provides for scholarship and supplements the task of the teacher, through its "limitless and manifold interpretations" which "The ages have builded in books."

Literature, history, science, art and, in fact, all the subjects of our curricula including professional courses in teacher training, to be effectively taught, depend more and more upon library resources. The textbook alone will not suffice. The college library is now generally admitted to be a *sine qua non* of scholarship, both academic and professional. If teaching is to be interesting, virile, and commanding, there will have to be a very complete supplementing of its activities by a live and growing library, properly selected, classified and administered and made easily available to every user, whether he be a student or an instructor. If the final test of education is to be measured in terms of general intelligence, efficiency and skill in performance and high ideals of citizenship, then, there is a real place and function for the library in every institution of learning no matter what may be that school's purpose or the type of student it seeks to train.

The year 1876 marks the beginning of the "modern library movement." It was then that the Library Journal had its beginning. It was then that the American Library Association launched out upon its great endeavors and it was then, too, that the United States government issued its famous document dealing with libraries. It was at this time that our first suggestion was recorded as to the close relationship that ought to exist between the library and the school.

It was Charles Francis Adams who said there was danger in teaching a student how to read without also imbuing him with a deep love for good literature. Without this latter element the student is deprived in large measure of his opportunity for self-education. It is the library, so Adams would tell us, that connected with the school, affords the greatest opportunity for self-education.

At the same time that Adams made this pronouncement we find (Library Journal, Vol. 1, pages 60-62) that it was considered to be the business of the college student to study and usually to study within the prescribed limits of his curriculum. "A college man not yet a professional or university student, is in that preparatory stage when he is not directing his work for himself toward a specialty, but is acquiring, under the direction of others, that general knowledge which experience and the *sapienta professorum* has mapped out as desirable to enable one to decide rightly in what direction he shall afterwards apply himself. Nor has the student time for very much outside the course, which must engross his working hours and his working force. Student reading must therefore recognize two limitations: The special reading, the limitation of the prescribed curriculum; the general reading, the limitation of time."

The college library, it was recognized, had certain limitations. For example, it was in those days sometimes considered best for the purposes of the student that the library be not too large. Most college libraries, we are told, are sufficiently limited by their income, but a well-selected library, of say ten thousand volumes, is better for college

purposes than a library three times that number made up largely of "special collections," "antiquarian curiosities" and accumulations of "dead sojers."

Still another picture of the library as it formerly was is the description by no less an individual than Melvil Dewey, the dean of all librarians, in my judgment—a man with a vision built upon an experience of many fruitful years of service and a man who has contributed more to the development of the modern progressive movement in library science and library art than any other singe person. He says:—

". . . The library for which I speak is one which few of us hav seen, except in promis. It is a library at present in its infancy. Remember your own history. 'School' wer old when Paul sat at the feet of Gamaliel, and the quick-witted Greeks hung on the words of their teachers in the Academy, Lyceum, and the Porch. But 'schools' like those of which this Convocation is the crown ar yung. When in like discussion we speak of libraries, picture that ideal which I wil briefly sketch. Go back neither to the storied bricks and slabs of Nineveh and Babylon, nor to myriad mss. of mighty Alexandria, nor, cuming to our own time, to those institutions which in our library evolution correspond to Squeers and Botheboys Hall. We hav many libraries still which have naught in common with our ideal, except books and the name; many that seem stil carefully administered for the least good to the smallest possibl number. Our evolution comes after yours. We ar not so far advanced. Barely a generation ago the harmless incompetent, fit for nothing else, was set to teach school. But in their dignity and strength most schools hav now crowded out the incompetents. The libraries ar following, and already the idea is giving way that men and women, who fail in everything else and can get neither church nor school, patients nor clients, ar just the ones for librarians. Glance with me a moment at a sampl of the old library.

"The old was located in an out-of-the-way street, specially inconvenient to the majority who might want it; the bilding was unattractiv, dark, damp, cold, unventilated and ingeniously inconvenient; many of the books wer on shelves so high as to requir a ladder, wer covered with dust, in shabby binding, protected often with shabbier paper cuvers, soild, torn and in general discouraged in appearance; unused public documents, old schoolbooks, etc., nearest the door; the more attractiv works in the attic or cellar; the shelves unlabeld; the books without numbers on the back and possibly with non inside, and put on the shelvs haphazard as they had come in, or in a classification so coarse that a reader seeking matter on a minute topic might require a week to look over the disorganized mass of literature in which he may or may not find sumthing that he wishes; its catalogs and indexes wer chiefly conspicuous by their absence, or wer so meager, unreliabl, and so destitute of clear grouping that the only way to find what was wanted was to read the whole catalog. The library was open an hour or two now and then, and closed evenings, holidays and vacations, for annual cleaning or for almost any excuse—on busy days, because no one had time to cum; on holidays, because the librarians also wanted those days for rest. Finally and most important the old type of librarian was a crabbed and unsympathetic fossill who did what he was forced to do with an air that said plainly he wisht you had not cum, and a reader among his books was as unwelcum as the proverbial poor relation on a long visit. It is a sorry picture but by no means wholly fanciful. In many places those who knew would pronounce it a study from life.

". . . The old library was passiv, asleep, a reservoir or cistern, getting in but not giving out, an arsenal in time of peace, the librarian a sentinel before the doors, a jailer to guard against the escape of unfortunates under his care."

Such is not the picture we would paint today. The inevitable state of flux in which all society has found itself in ages that have gone and which has been the potent force in all progress whether of the material or the spiritual realms is still the supreme *causa operandi* of our ever changing world. We are told that but for the disturbances characterising our seas and oceans, but for the dashing waves beating upon our rock-bound coasts, but for the ebb and flow of the mighty waters, life in the seas would cease to exist. What is true of the waters of God's great world is equally true of all human endeavor. It is the ebbing and flowing of life, it is the stirring impulses of body and soul that drive us on to newer conquests. These are they that have made us to be filled with a discontent. These are they that have made certain the new conditions which face us with the rising of each morning sun.

The new day in education has brought with it the new day for the library. The Ordinance of 1787, which history will record as one of America's greatest state papers and political documents, contained a most salient pronouncement, "Schools and the means of education shall forever be encouraged." The spirit of that ideal is as truly represented in the development of our modern library as an instrument of instruction, research and inspiration as it has ever been represented in the glorification of our American Public School System.

William A. Bishop, librarian of the University of Michigan in 1919, addressing the Ohio College Association, said: "The library exists as an instument of instruction, as an instrument of research

and as one of the means of attaining what (for want of a better word) we call culture." Incidentally, he stated that it furnished "a means of livelihood, more or less precarious, to a certain number of folks."

Again, we find it stated that the college library must first keep alive the ideal of liberal learning and joy in intellectual endeavor. It must serve teachers and learners in their efforts to cover the established curriculum. It must lay the foundation of life-long reading by establishing trained habits in the wise use of books.

Still another has envisioned the library as an instrument and a method of education, for it is in the library that the student learns to work for himself and by himself and has thereby been the means to the development of a very important phase of his education.

Again, it is seen by many that because education, *per se*, has in a most essential sense been charged with the responsibility of guiding its devotees to a right use of leisure, then most certainly the library furnishes a key to the unlocking of one of its chief functions.

It would seem from these various points of view that the library ministers in no mean degree to the mastery of tools and methods, to the attainment of culture, and to the preparation of its users for a vocation.

I want to suggest very briefly what in my judgment are after all the three functions or uses to which a library should be dedicated.

A library should be dedicated to that high and worthy task of training the mind to think honestly, soberly, clearly, thoroughly, and sanely. "God, give us men who can think," we pray. The answer to that prayer is found in no small measure in the degree to which the library ministers to the feeding of our minds.

Second, a library should be dedicated to the high and worthy task of teaching men and women how more efficiently to perform their tasks as students in the classroom and as students in the active fields of human endeavor. It is not alone sufficient that we afford the "means of grace." It is not alone sufficient that we gather together in vast storehouses any proportionate amount of the sum total of human knowledge as comprehended on the printed page. Just this end and no more still would leave an institution as a thing that is dead. Our young people must be taught the uses to which these materials may be put. They must be taught how to use and how to avail themselves of the riches of the storehouses and, furthermore, how they may use the facilities and these institutions in the years that lie ahead.

Of old, we are told, only the learned few could read and only these knew the password that would unlock to them the wisdom and the lore of the ancient Greek and Roman of the less ancient medieval Christian Monk, the scholars of Alexandria, Paris, Bologna, and Oxford. In those days people were limited in no small degree to conversation—an art not in the least to be underestimated or unappreciated. Today, we find almost the reverse. Conversation, we are sometimes led to believe, is more rare than music. Only the educated few are able to converse. Today save for the illiterate all can read. We have but to remind ourselves of the countless hundreds of magazines and periodicals that are now available. We have but to remind ourselves of the more than 100,000 different titles of books that come pouring forth from our presses annually. We have but to remind ourselves of the state of ravenous newspaper reading that has fallen upon us.

Why, we no longer are satisfied with hearing President Hoover deliver a pronouncement over the air, but that we must rush to our newspapers to read again what was heard.

We must then dedicate our libraries to the task of teaching us to read.

And finally a library should be dedicated to that highest and worthiest task of all, that of building high ideals of manhood and womanhood and nobility of character, insuring to the future a citizenship full of integrity, honesty of purpose, magnanimity of action and tranquility of soul. Where can we find an ideal more worthy? Where can we find a task more challenging? Where can we find a charge more compelling?

If the civilization of the nineteenth century is to be preserved, if it is to be a worthy heritage fit for handing down to future generations, then we must see to it that we preserve in our libraries all of that culture and all of that refinement and make them available to him who seeks. Verily, then, he that seeks shall not seek in vain.

I am reminded of the words of Ralph Waldo Emerson:—

"Consider what you have in the smallest chosen library. A company of the wisest and wittiest of men that could be picked out of all civil countries, in a thousand years, have set in best order the results of their learning and wisdom. The men themselves were hid and inaccessible, solitary, impatient of interuption, fenced in by etiquette; but the thought which they did not uncover to their bosom friend is here written out to us the strangers of another age."

It is thus that our intellects will be stirred. It is thus that abilities to perform efficiently will be insured, and it is ever thus that the gates to the soul will be unlocked. Youth can then move out into the Elysian fields and find for himself God's chosen niche wherein he will contribute to human progress and human endeavor.

And again Carlyle has said, "Of the things which man can do or make here below by far the most momentous, wonderful and worthy, are the things we call books."

Backing Up Briggs

By W. A. BALDWIN

R. I. College of Education

WHILE staying for a short time in Munich, Germany, I heard of the wife of a German college professor, who was complaining grieviously because of the high cost of living and the small salary of her husband. This salary was in proportion to the number of students who attended his lectures. "Why," she said, "he receives only about half as much money per year as he did twenty-five years ago, and he is giving exactly the same course of lectures."

It would be interesting if we could find out how many teachers in the secondary schools of New England, both public and private, who have been teaching the same subjects for the past twenty-five years have materially changed their courses. And then it would be interesting to make a list of the required subjects and compare that with a similar list of twenty-five years ago.

It is true that to this list of old required subjects have been added many new supplementary subjects like hygiene, domestic service, manual arts, social studies and sciences, but in this connection one should make two inquiries, viz.:—

1. Have any of these newer subjects been advocated or even welcomed by "the old guard."
2. Has the introduction of these newer subjects had any appreciable effect on the method of teaching of the older and so-called more fundamental subjects?

The statements of Professor Briggs are rather sweeping and perhaps not quite fair if applied to the few secondary schools and to the many secondary school teachers who have caught the spirit of the New Education, and are enthusiastically teaching *boys* and *girls* rather than *subjects*. Such teachers know from experience that the contentions of Professor Briggs are essentially true, and they welcome the heroic treatment which he has given the subject.

If the reader would like to try an interesting educational experiment let him buttonhole a high school master who has for twenty-five years been running his school in his own way, and let him propose this question: "What did you think of the lecture recently delivered by Professor Briggs at Harvard University?"

The Influence of a Teacher

By EUGENE BERTRAM WILLARD

Everett, Mass.

THE power and effectiveness of a teacher's words in influencing and moving a classroom of pupils depends entirely upon the altitude from which they are spoken. In the case of the teacher who elevates her own life, there will emanate from such a life a silent but mighty effective influence. When one's life is high and beautiful, then the influences are inspiring and life-giving. The tones of the voice, the attitude of the body, the character of the face, all are determined by the life the teacher lives from day to day, all in turn influencing for better or for worse all who come within the pedagogic radius. And if, as one of earth's great souls has said, the only way truly to help an individual is to make that individual better, then the tremendous power of merely the life itself.

Every man and woman who is a member of the great and honorable profession of teaching should *aim to live high*—one's very highest. This of itself will make the pedagogue of great service to the rising generation, but without this the teacher is badly handicapped all along the line.

A friend of mine who lives near a large public school tells me how she can always tell when a certain teacher in that school is coming from the voices and the joyous laughter of the children. When the youngsters see her in the distance, they run and gather around her, get hold of her hands, tug at her to keep her with them as long as possible, she all the time laughing and fondly caressing the children. The children know that they have in this teacher of theirs a great loving soul and a genuine friend. She has that beautiful and ever-powerful characteristic, that simple childlike nature.

It scarcely ever fails that those youth who are given kind consideration by a loving teacher in later years do not forget it, and that often they do in turn a kind service for the teacher who, with never a thought of any possible return, has dealt kindly witih them. So

"Cast your bread upon the waters, far and wide your treasures strew,
Scatter it with willing fingers, shout for joy to see it go.
You may think it lost forever, but, as sure as God is true,
In this life and in the other it will yet return to you."

Fellowship-Mindedness

By EDWIN L. STEPHENS

President, State College, Lafayette, Louisiana

ROTARY is the most striking modern example of an institution whose seeds contained the elements of a tenacious vitality and a far-reaching distribution wholly unsuspected by those who planted them. It is astonishing that an almost casual luncheon club of less than a half-dozen members, with scarcely a motive beyond friendly fellowship in the spring of 1905, should have expanded, in less than twenty-five years, into a world federation of 150,000 business and professional men, from more than fifty civilized countries of the world, united in the ideal of service and proclaiming as one of their cardinal objects the promotion of understanding, good-will, and international peace. But that is exactly what has happened.

It is astonishing, but these are the times men might also become paralyzed in the astonishment-nerve and lose the power of being surprised—so frequently do new marvels happen in this amazing era of invention. "Nothing is too incredible for belief or too fanciful for expectation." Aladdin's lamp, the Magic Carpet,. The Good Fairy, and even the Old Witch, have risen from the realm of childish imagination into the concrete world of practical reality. Try to imagine how our grandfathers and even our fathers, would have reacted to the following news items:—

> Dr. Hugo Eckner arrived in Lakehurst, New Jersey, with sixty passengers, after a tour around the world in twenty-one days, in his airship the Graf Zeppelin
>
> The chimes of Big Ben striking twelve o'clock midnight in Westminster Hall, London, were heard in Prairie Centre over radio through the Westinghouse Station in Pittsburgh, at 6 o'clock yesterday evening.

Astonishing as these things would be to the generation immediately preceding our own, they are already commonplace to us, and we are hastening toward the ever more surprising developments that are unfolding before our eyes.

Little wonder, then, at the interesting social phenomenon, which would have been hitherto so amazing, of the birth, growth, and expansion of the vigorous, wholesome, and creative idea of friendship, fellowship, and service which now blossoms over the whole world under the name of Rotary International.

All these lightning changes in the world about us are having the effect of making the world smaller, of bringing the peoples of all countries closer together, of breaking down the age-old barriers of estrangement which have so sharply divided the human family in the past. Nations are becoming better acquainted with each other through a larger number of personal contacts. Transportation, communication, and trade have become so much more regular, efficient, and frequent, the varying manners and customs of different nations and peoples are becoming so much better known and in part understood, that it is reasonable to expect the hastening of the day when the enlightened peoples of the whole world will know each other as well as, say, the peoples of the states of the American union know each other today. This will mean better understanding, larger sympathies, and a broader foundation for acquaintance, mutual interest, and friendship.

From "Rotarian."

If

By ERNEST BOURNER ALLEN

(With Acknowledgment to Mr. Rudyard Kipling)

If you can go to church, when all about you
  Are going anywhere but to the House of Prayer;
If you can travel straight when others wobble,
  And do not seem to have a righteous care;
If you can teach and not get tired of teaching,
  Or tell the truth when others lie like sin,
Or pray and pay and carry heavy burdens
  And pay the heavy price it costs to win;
If you can face the surge of things about you
  And keep your moral balance in life's whirl;
If you can act with patience in each crisis,
  Nor be a coward, cynic, or a churl;
If you can live, and not be spoiled by sinners,
  And give—without a Pharisee's vain pride—
Your life for God and man will pay real profit,
  You'll be a saint no critic can deride!

—Congregationalist.

Adolescent Behavior

By S. M. BARRETT

Kansas City, Missouri

HUMAN behavior, especially the behavior of adolescents, is affected by so many things that it is difficult to determine with any reasonable degree of accuracy the extent of each separate influence. There are so many reactions, sometimes differing in very similar sitations, that a study of behavior is more or less confusing. Nevertheless, there does seem to be a fairly well-defined general tendency of behavioristic patterns to change from the submissive type in infancy, to the mastery type at maturity; that is, in infancy, the behavioristic patterns are based upon submission to the will of someone else. That is called the submissive type of behavior. Gradually, the behavioristic patterns change until they are based upon mastery (of self), or, in other words, they become based upon self-direction. These behavioristic patterns are designated as the mastery type.

It is a constant aim of parent and teacher to lead the child to become self-directing in his behavior at all times. The whole educative process holds constantly in view this aim—to change the infant to a self-directing person, a person whose behavioristic patterns are based upon mastery.

This changing process of patterns from the submissive type to the mastery type is a continuous process from infancy to maturity, and on into adult life. The rate of this changing, however, is very often accelerated during the adolescent period, and it is the rapidity of this changing of behavioristic patterns which causes the surprise to those who observe adolescent behavior. To the casual observer it seems that the child has suddenly become so changed as to be almost another person.

It is quite well understood, however, that the development of the youth is a continuous process, and that there is no break with self. John is the same person that he was when he was little, but he thinks differently, feels differently, and acts differently. If this development by which he "puts away childish things" is gradual and the adult guidance is intelligent, there is no trouble during the adolescent period, but if this change comes rapidly, there may be all sorts of worries and difficulties. All at once it seems that John has taken over, or is rapidly taking over, the forming of his own patterns of behavior. Yesterday he depended upon the teacher or parent to suggest, today he acts. No one is going to tow him in; he is going in on his own power. He is going to "paddle his own canoe," whether he upsets, or whether he heads straight for disaster. Henceforth he is guide.

In such situations wise counseling and judicious suggestions are in order, and may be of inestimable value. The struggle of the adolescent is to follow the training in habits and ideals that has been given him. This training will control reactions in any other than intensely emotional situations. But the period of rapid development in the adolescent is an emotional time, and deliberation on the part of the adolescent at such a time is often difficult.

Helping the adolescent to control or direct himself is preferable whenever this can be done, rather than arbitrary control by the adult. Much of the friction arising at this period could be avoided if adults, especially parents and teachers, could realize that the behavioristic pattern held by the adolescent is no longer the submissive type, but that it is the mastery type—self-directing. What the adolescent needs is encouragement to take himself in hand and direct his behavior according to his own ideals of right and wrong.

Of course, there is ever present the danger of improper environment for which neither parents nor teachers may be responsible, and such environment is often an obstacle very hard to overcome.

School counselors have found that adolescent pupils, even though they are delinquent, are able under sympathetic questions to readily see the error of their own conduct, and when they are shown their own responsibility in the matter, if proper encouragement and wholesome advice are given, the effect is about the best that can be achieved with these pupils. They can plainly see the need of self-direction, and will in almost every case strive to become more self-directing. The final objective of right discipline is to lead the pupil to be capable of self-control.

A phonograph can hear recitation; but teaching, that process by which one, skilled in the things of the heart and brain, undertakes the task of enlarging the lives of others in all the varying possibilities of self-enjoyment and general usefulness, has always called for and had the mightiest hearts and intellects in human history.

—Frank D. Boynton, Superintendent, Ithaca, N. Y.

They Say

FRANK CODY, superintendent, Detroit:—

"If teachers among themselves would only be a little more friendly. If we could get the elementary teacher and high school teacher and college professor working together on one general scheme of education, I am sure that much would be done for the commonwealth, and much more would be done for the children."

D. H LAWRENCE, author:—

"The only way in which to keep the public in touch with art is to let it get hold of a work of art. The great reading public came into being with the lending library. And the great picture-loving public would come into being with a lending 'pictuary.' The public wants pictures hard enough but it simply cannot get them."

STUART CHASE, author of "Men and Machines":—

"We live in the Power Age, or perhaps better, the Age of Energy. We have tortured time and contracted space with unheard of velocities. Many of us live at a speed that comes close to the limit of biological tolerance. Are we any happier?"

KATHLEEN NORRIS, author:—

"It is as old-fashioned to punish children as to burn heretics."

DR N. ROUBAKINE on Biblio-Psychology:—

"The reader who reads a book word for word, sentence for sentence, is an apocryphal being; books are not read, they are skipped; in reading words, the reader skips letters, and in reading books he may skip entire paragraphs, passages and chapters. Only a small part of the text actually reaches the reader."

WILLIAM LYON PHELPS:—

"It isn't good for a man to be more than one kind of a bachelor at a time. When he gets his bachelor's degree let him give up his bachelor's quarters."

WILLIAM JOHN COOPER, Federal Commissioner of the Office of Education:—

"Unless we can adapt the American family and education to fit present conditions, there will be disintegration of the family, and religion and society will be swept away."

PRESIDENT WILLIAM MATHER LEWIS, Lafayette College:—

"The mediocre college is doomed. America, more and more, will need leaders who have been trained to view life broadly, to appreciate the unity of human knowledge, to have integrity and sympathy in their relations with their fellows; leaders who appreciate beauty as well as efficiency. Such leadership is best developed in those institutions where teacher and student have close contacts; where human associations count for much; institutions which above everything else magnify the power of clear and comprehensive thinking. The only question as to the survival of a particular college is that which is concerned with its intellectual fitness and cultural influence."

CHARLES F. THWING:—

"Certain types of education are uneducating."

NELSON ANTRIM CRAWFORD, editor and former professor of journalism:—

"The majority of the men who are supposed to teach the college student to write English cannot write a readable sentence themselves nor recognize one that someone else has written. Few of them have made the slightest splash in the literary pond, or have any respect for those who have. They are so wrapped up in contemplation of men dead and gone these five hundred years that they forget that English is a living, growing language. Or, if they remember, they so encumber their teaching with rules and charts and diagrams that the student, and very often the teachers themselves, don't understand what it's all about."

EDWARD W. BERRY, dean, Johns Hopkins College of Arts and Sciences:—

"We may have to recognize the advisability of having three kinds of colleges in America—one for the sons of the rich who want to follow a curriculum for four years, merely as an entertaining way of coming into contact with so-called culture, and acquiring the A B label; another for the "drifters," who don't know what they want, and consequently need a sort of "shotgun" course to help them find out; and a third for bright boys."

GUSTAV A. LUNDQUIST, University of Minnesota:—

"The very existence and permanency of an institution are conditioned upon a sound understanding of our social foundations. . . . Social activities overlap and are inextricably interwoven, and society must be viewed as a whole and not as a part."

HENRY FORD:—

"It is usual to associate age with years only because so many men and women somewhere along in what is called middle age stop trying. They let themselves be old."

Everyday Life in Russia

(Tenth Article)

By L. H. PUTNEY*

In a previous article I said something about the government of the U. S. S. R., but I did not explain that behind that highly complicated political machine there was an all-powerful silent government—the T. Z. K. V. K. P. or Central Committee of the Communistic Party. Although officially this committee of seventy-one has no connection with the government, anymore than has Tammany Hall with the government of New York City, in reality its offices at 4 Old Square, just inside the Tartar Wall surrounding the Kitai Gorod or old Chinese city in Moscow, are the source of Soviet policy; in fact, the most powerful man in the entire U. S. S. R. is Yoseph Stalin, the general secretariat of that committee. The strength of the T. Z. K. V. K. P. is due to the fact that at least sixty per-centum of the membership of the Union Congress and all the responsible government officials are dyed-in-the-wool party men who have been thoroughly trained in a party discipline which absolutely brooks no independence, as the fate meted out to Leon Trotsky and a host of others bears witness. The most marvelous thing about this is that the total membership of the All Russia Communistic Party on January 1, 1928, was barely nine hundred thousand (about one-sixth of the members were women), which means that less than one-half of one per centum of the population of the country are its actual rulers.

In order to insure absolute loyalty from all the officials and to prevent any counter-revolutionary activity on the part of malcontents, the old Okhrana or secret police system of tsarist times has been perpetuated in the O. G. P. U. or United State Political Office, locally known as the "Gay-Pay-Oo." Wherever you go in the U. S. S. R. you meet their green caps—at the frontier where they are in charge of the customs, in the railway stations, and on the streets of most remote localities—constant reminders that you had better watch your step. While at first you intuitively shrink from them because of the horrible tales associated with their name, in time you grow to feel a sense of personal safety when you know that they are about. How much on the job they really are I had an opportunity to observe one evening while crossing Siberia. At one of the stations where the train stopped two of them bobbed up and inquisitioned a young Russian woman who spoke excellent English. Evidently she was able to satisfy them, for they let her continue her journey. Not all the activities of the O. G. P. U. are as open as that, however, for it is said that for one uniformed member there are at least ten secret agents. Usually you never know the identity of these agents, but I rode in an automobile with one of them the day I visited the palace at Tsarko-Syelo. He had been delegated to accompany the Russo-American Chamber of Commerce party of American business men on its trip from Moscow to Leningrad, posing as a representative of one of the state trusts.

According to the stories current in Russia, every movement of a foreigner, from the moment he enters the country until he leaves it, is known by the O. G. P. U. Personally I am inclined to doubt this. I believe that the O. G. P. U. is a very convenient tool for keeping the country in that state of fear which is essential if political control is to continue in the hands of a ridiculously small minority. This would explain in part why it employs such barbarous methods. For example, at Vladivostok it is whispered that every day several persons who are prisoners in the big building which serves as O. G. P. U. headquarters there are taken to the basement, and after that are never heard of again. According to the story, while going down a short flight of stairs leading to a sort of sub-basement, they are shot in the back, and if so unfortunate as not to be killed outright are left to die in the dark.

So great fear is entertained of the O. G. P. U. that rarely, indeed, will any Russian of the old régime risk having private conversation with foreigners. Even persons holding responsible positions under the government dare not invite them into their homes. This is well illustrated by a personal experience I had on the train "going in." In my compartment from Warsaw to Negoreioja was a highly educated Russian lady who had been with her husband in the United States for several months (I dare not give her identity). As a result of our conversation, which included among other topics "American cookery," I volunteered to send her a copy of the Boston Cooking School Cook Book. She wrote her address in my notebook, but before we reached Moscow courage failed her. Fearful lest the O. G. P. U. might examine this notebook before I left the country and become suspicious of her in consequence of finding her name in it, she begged me to tear out the page.

In spite of the fear of assassination ever present in the minds of the Soviet leaders and largely responsible, I think, for all the secrecy with which they surround their personal movements, let me say most emphatically that the U. S. S. R. is a going concern. It may lack both organization and efficiency, but anyone who for these reasons is expecting its early collapse is only deluding himself. Just how successful it may become depends

*Foreign Representative.

Little, Brown and Company.

on its ability to win the whole-hearted co-operation of the peasantry, who in the final analysis are the backbone of the Soviet state. Of course it is absolutely ridiculous for a country which was once one of the world's granaries to have to resort to bread queues. Granting that at rare intervals they may be necessary on account of drought and famine, when all is said and done the principal cause of this is the unwillingness of the farmer to produce crops in excess of their own personal needs, if they must submit to what they regard as a confiscation of the surplus.

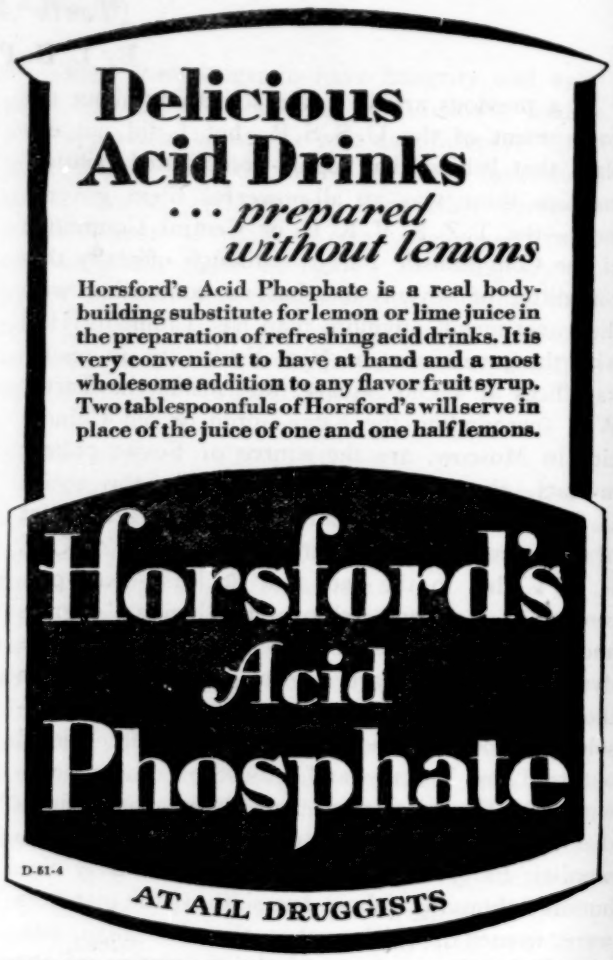
Already the government is beginning to realize that not even with the solid backing of ten million industrial workers is it able to drive these stubborn tillers of the soil into the fields to sow and reap for any such piece of idealism as to demonstrate that socialism is a panacea for all the evils which beset this sore old world. As a result, it appears to have made another compromise with capitalism, for I was informed in the Amur district that buying agencies had been established there at centres convenient to the several villages where the farmers could sell their wheat for about two roubles a bushel. Farmerlike, however, the latter were dissatisfied with this price and were "cussing out" the government. So serious is this grain question that Soviet authorities are now undertaking to do for agriculture what they have done for industry—establish huge state farms for mass production. Just as they have done in the steel industry, so here they have turned to the United States for guidance, and have placed these farms of a hundred thousand acres each under the direction of men who have been trained in American efficiency in the wheat fields of the Dakotas.

Refusing to admit that this American efficiency which they so much admire is the result of the capitalistic system, everywhere you go in the U. S. S. R. they point out to you what is being done to "Fordize" industry. Not once are you shown any small undertakings, for Soviet philosophy does not seem to comprehend any such words as "small" and "growth." In their disposition to think only in terms of greatness, the leaders remind me of our American college graduates, who on receiving their diplomas are prone to consider themselves ready to occupy the manager's chair without the necessity of starting at the bottom and working their way up. And so it is that the official guide book of the U. S. S. R. is filled with figures about manufacturing that make the reader dizzy. Turning at random, I read: "A large electric power plant at Ternovo with 2,275 workers"; the Kalinin porcelain "mill employing 1,500 workers"; "the 'Red Perekop' cotton mill, employing 11,000 workers"; at Podolski, a "sewing machine factory (formerly Singer's), with 3,600 workers"; "a large rubber factory with 3,300 workers"; and so on, almost *ad infinitum*.

In these very numbers lies, I think, the greatest danger confronting industrialism in the U. S. S. R. In order to keep down unemployment, what any socialized state must necessarily fear most, jobs have to be found for the largest possible number of workers. To do this not only is the working day shortened (to four and five hours in some industries), but a very low efficiency of labor is tolerated. This latter weakness is recognized by many of the plant managers, and some of them are striving to bring about "expedition" by appealing to the pride of the workers on the ground that in reality they are the owners of the business.

Personally I know too little about manufacturing to pass judgment on such questions, but when it comes to office management, I do not hesitate to say that throughout the U.S. S. R. it is taking two men to do what one should be able to do very nicely, and I am glad to report that in this criticism I was upheld by one of the Soviet "economists." For example, take the management of the state hotels. No hotel in America could keep out of bankruptcy if it had to employ such a force of clerks and accountants as is found in every Russian hotel. They are literally running over one another. Speaking about accountants reminds me that in every business establishment in the U. S. S. R. the abacus is in regular use, not infrequently side by side with a Burroughs Adding Machine and equally modern labor-saving devices.

(To be continued)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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

331. What is the morale of a school? (Nebraska.)

Some one has said that the morale of a person is the "condition of the inner man," and I suppose the same answer might be made to your question. It is the condition of the inner school. It is not the material equipment nor the teaching efficiency. Although it is affected by them, it is not of them. You sense it in the atmosphere of the classroom, in the joy and pace of the pupils, in the fellowship of the teachers, and in the cooperation of the community.

It is the movement of the spirit of the school. Where the morale is fine the movement is upward, onward, and outward. It is a purposeful, reliable, joyous blossoming. You can't see it and you can't touch it, but you know just what I mean. Of course you do.

332. Should a superintendent ask his committee to pay his expenses to the meeting of the Superintendence Department? (Mass.)

Yes, he certainly should, even if he knows beforehand that he is wasting his breath, and that they won't do it. If he keeps asking every year he is true to the principle, and the importance of it may sink in finally, if not to those on the board at present, to some one in the community who may come on the board later. If he cannot convince them he should pay his own expenses if he possibly can, for he needs to go, and this is one way of proving the need to the school committee.

Today it is vitally necessary for every superintendent to go to the national annual meeting, and the smaller the place the greater need as a rule for the superintendent to go. One point on which we might strengthen our position and help to convert the school committee to this need is by making fuller, more careful reports to the teachers and the board of the meeting. If they see what it has meant to us and how earnestly we have worked to bring home the best of it to our school systems they may grow to feel more willing to pay for it.

333. How many of the industrial arts should be attempted in the elementary schools? (Kansas.)

Sewing and cooking for the girls from the fifth grade on seem to be the most popular industrial arts, and woodworking for the boys. Even where woodworking and cooking are not possible because they call for special equipment, cooking is practical and it can be taught without special teachers. Bookmaking can go along in the sixth grade with success, and cooking, gardening and poultry are lines of work that lend themselves easily to the club procedure. The clubs can be formed in the school, directions for working, reports and checking be carried on in the classroom, while the actual work is carried on outside. State and county assistance can usually be acquired, and community interest awakened in many ways. These are all feasible in the upper elementary grades.

Sewing and carpentry can go as low as kindergarten of course.

334. What do you think of radios in schools? (Virginia.)

I think we have only just begun to realize the great advantage the radio is to school life. Not only are there fine programs which fit into our school work, but it is another means to make our school real live situations.

The loud speaker in each classroom makes it possible for the principal to direct the programs suited to the various classes to those rooms without the pupils leaving their seats. This type of radio is perfected to the extent of almost perfect control. Shops, factories and groups of all kinds have taken advantage of this new means of information except the schools, who have only done so in spots.

Just think what it would mean to the rural schools to have programs put on by the State Department of Education. Oh, we have only just tapped this medium of educational transmission. I am sure it has a great future.

335. Do you think a superintendent should take the attitude "if my school board does not pay my expenses to the Superintendence Department of the N. E. A., I won't go?" (Rhode Island.)

No, indeed! Not if he can afford to pay his own way at all. He is "just cutting off his nose to spite his face." He needs to go to the midwinter meeting of the superintendents, and his school system needs to have him go. Now if his school board can't see that, it is too bad, but that doesn't alter the fact of his needing to go. He should leave no way untried to sell the idea to his school committee. Maybe he is a poor salesman. Maybe he doesn't show his goods to the board and the teachers when he gets back. Many superintendents fall down here.

Paying his own way may be a last resort in showing the value he puts on the meeting. In any case I am sure he needs to go. If he can't afford to pay his own expenses and continues to have to do it in spite of his best efforts as a salesman, well, maybe he needs to seek a position with a board with more vision.

The Sense of Failure

By ARTHUR DEAN

FAILURE and FEAR: two words with paralyzing effects, whether we are youngsters or oldsters.

If teachers only realized that the very worst impression and idea that can take possession of a pupil's mind is a sense of consciousness of having failed!

If parents only knew the psychology of the sense of failure which their children may have when they are constantly told and retold of their inadequacies!

Lack of self-confidence plays havoc all along Life's Road. Just imagine yourself saying to the boy who is about to vault: "You can't do it, you can't do it — that's all there is to it." Not one boy in ten could overcome such a psychology of suggestion.

FEW PEOPLE CAN GO OVER A POLE WHEN THEIR MIND GOES UNDER IT.

The way to get a boy to jump higher is to have his mind and his heart leap higher than the mark set.

Nothing is more paralyzing than a sense that one cannot do a thing. There is nothing more encouraging or more power-giving than self-confidence. More and more I am impressed with the power of suggestion as it operates in the minds and hearts of boys and girls. Suggest that a thing can be done and they try it; suggest that they haven't the ability to do it and they sit back and prove you are right.

Constant scolding, nagging, adverse criticism, negative commands and diabolical suggestions of inferiority and inability blight and paralyze the mind and spirit of boys and girls in homes and in schools.

A few have the fighting spirit to succeed. They still have a lurking confidence in their own ability. Their fighting blood surges through them. But the majority are overwhelmed by the You-Can't-Do-Its.

What puzzles me is how the schools can hand out failures with such nonchalance. "You have failed in algebra," with emphasis on "Failed." What of it? There are a thousand other things in which the boy hasn't failed, and will not fail. But he gets into his head the idea that HE is a failure. It never occurs to him that perhaps Algebra failed.

Not every subject can make itself interesting enough or useful enough to appeal to every type of mind.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

A Turnip Worth a Thousand Pieces of Gold

In many ways the most important feature of any action is the intention that prompts it. Like the powerful lenses in a telescope the intentions in our hearts magnify or diminish the thing we do by directing the eyes of others through either the little or the big end of the tube. Place ever so small a deed under the lense of a noble intention and view it from the little end, and it becomes to the eye of the beholder a majestic spectacle radiant in every detail with most exquisite beauty. On the other hand, peering through the big end of the tube view, some colossal enterprise through the lense of an ignoble intention and before the very eye of the beholder the enterprise dwindles and diminishes until it becomes a mass that is shapeless and without redeeming beauty of any sort.

Many years ago, in France, when Louis XI was being crowned king, a poor peasant arrived before him in the long line of those bearing gifts. In the uplifted hands of the man was an enormous turnip. At first the king was inclined to laugh but one look at the strained, earnest face of the man showed him how very worthy was the intention back of the gift.

"My friend," he said gently, "why do you bring this?"

"Because," said the man, "I love my country and wish to pay the only respect I can to my country's ruler."

Turning to his treasurer the king said, "I shall not be less generous. Give this man a thousand pieces of gold."

Now it happened the peasant's landlord was an avaricious person. When he heard of the good fortune of his tenant he said to himself, "I, too, shall give the king a gift. If this farmer receives a thousand pieces of gold for a turnip, what will I not receive for the finest horse in my stables?"

When the gift was presented, Louis XI looked into the man's eyes and saw there nothing but eager greed. "My friend," he said, "your disinterestedness shall not go without a rich reward. I give you this turnip, worth to me a thousand pieces of gold."

Like the poor peasant we may not be fortunate enough to go forward bearing magnificant gifts but our intentions are ever with us, growing like the turnips, in the humblest fields and from the smallest seeds. No matter what diminishing hands fortune lays upon the gift we give to society, to our families, to ourselves or to God, we have always within us in the nobleness of our thought, the power to transmute our pennies into golden pounds and our weaknesses into the strength of ten.

—

Rattlesnakes and Rattlesnakes

This last summer it was my good fortune to spend a delightful week in one of nature's greatest marvels—the Zion National Park of Southern Utah. Of all the beautiful places I have seen, this is the most lovely. Sheer walls of soft pink or creamy white stone rise in straight lines a half mile above one's head. Here and there great pieces, with curved tops have fallen away, leaving shadowy recesses that look, from the distance, like the mammoth windows of a church.

The Park itself is but a narrow canyon running through these mighty walls—a noisy, gray river brawls ceaselessly over its rocks winding down from side to side like a vast sinous snake.

As good fortune would have it I was encamped in this dream-spot the week of the full moon. It was a thrilling experience to gaze up from the blackness of the vast gorge and see the glory of the moon touching the soft-colored tops of the walls with the lustre of translucent pearl. As I watched the radiance of the moonlight lowering itself like a film of silk or a drowsy cascade of pink and gold mist along the walls, I felt as though I were taking part as a spectator, in a mighty pageant of the spirit.

It was on one of the trails in this very canyon that I came across a rattlesnake sunning himself at full across the path. I looked for a full moment at the wicked flat head that lifted itself at my approach. In the very heart of almost dream-like beauty here was death and dreadful ugliness basking in the sun. I debated with myself whether I should kill that snake. I finally decided that he should be painlessly removed. While the canyon in which he lived had been the ancient home of his race, the new conditions and the coming of a greater spiritual force had left no room for him. Like all other deadly and non-productive creatures, his day had passed, and in removing him one merely assisted in the levelling of the hills before the spirit's feet.

Rattlesnakes are no longer permitted to infest the trails of great National parks. I wonder how long it will be before the deadly creatures that infest the trails of every day, the bootleggers, the gunmen, the racketeers are forbidden to coil themselves in our very midst with evil heads and flattened brows ready to inject their venom into all who pass?

—

The Glory of New Wings

If I were to place a great ugly caterpillar in front of you or, better still, drop it onto your open palm. I wonder what you would do? Most people, I am sure, would curl their upper lip in disgust and snatch away their hands. Here and there, however, I am sure, would be a sensitive spirit that would take an interest in the ugly worm and bend over it and search out all the beauty that it possessed, even while the fingers rebelled at touch of it.

Here and there, also, but far more rarely, I am sure, I would find a person who would exclaim, "O how interesting! I can just see the gorgeous wings of the butterfly that is going to rise up from this hairy body some spring day."

I have used this little caterpillar idea to bring to your minds three types of people—the first type is repelled at once by anything that is ugly. This type reacts under the influence of fear. It sees a possibility of bodily harm before it and instantly destroys what it considers to be a menace. The second type, while somewhat fearful, seeks in the ugly thing, to find some redeeming feature—a golden scale, or spot of silver or a beautiful line or a graceful movement. The hand that is raised to destroy is stayed by the eye that seeks for beauty. The third class, by far the rarest, sees no ugliness at all, but visions in a high spiritual way the inner meaning of the thing before it. Out of the low-crawling worm soars the gorgeous gold-dashed wings of the butterfly; from the gaping, half-feathered ugly fledgling, the beautiful golden breast of the oriole is seen in a dawn tree and the ear listens to the magic of a silver flute; from the yellow grub a grasshopper trills its shrill song of summertime, from the flat-headed, long-tailed muddy polly-wog emerges the beautiful, golden, pulsing throat of the booming frog.

All things, in nature, take on before the inspired eyes of this inner-seeing few, a nobleness, a beauty, a glory,

that to most others is lost forever.

How truly all this applies to our relations with our fellow man. Do we see only his faults and his failings and his awkward gait; or seeing these, do we search also for the kindly smile that lights his face or the warm touch of his eager hand; or do we belong to that royal-vestured group who see, not the body nor the gait nor, perhaps the smile, but rather the radiant glory and the soaring splendor of the spirit that struggles, in even our lowliest and most erring brothers, to spread unborn, marvellous wings?

Not without purpose was the worm placed before us; not without purpose does it spread the glory of new wings.

Avarice—I

The philosopher broke his hard crust in two and gave one part to the dog that looked up at him.

"When the hands stretch forth constantly for earthly things," he said, "from what source can the spirit gather wealth? The treasures of the earth must be under constant guard, but those of the spirit repose in the treasury of God."

* * *

In a far land a beautiful temple sat upon a hill. In the soft shadows inside its walls the green turquoise eyes of a golden-bronze idol flashed balefully in the light that flickered at the tip of the tall candle.

There were patches of pale, beautiful light on the bare shoulders of the god and on both high cheek bones, but the merchant, where he squatted, and the king where he stood, saw only the pale glitter in the green eyes.

Was it not true that those green eyes held a powerful charm? Through centuries of men the word had been passed on that he who possessed the eyes would never suffer bodily harm.

The tall dark-skinned priest who stood before the stone of sacrifice looked solemnly out over the bowing heads. He held a curved knife in his right hand whose edge could split a butterfly in two upon the wing.

A dead lamb lay on the flat stone.

The merchant that night called his most trusted slave to his side.

"Ibrim," he said, "these are troublesome times. The persons of rich men are not safe. I know not when some scoundrel, attracted by my jewels and rich jade, will plunge a dagger in my heart. Because you love me, you go with me, tonight, to the temple on the hill. The bronze idol does not need those protecting eyes, for no dagger can pierce his metal skin."

The merchant laughed feebly at his joke, but the eyes of his servant bulged slightly and his hands twitched.

An hour later the sombre priest listened to the whispered words of the merchant's slave. A bag of gold clinked sweetly in the gloom as it dropped on the tile floor.

The lips of the priest came close to the slave's ear.

"The gold is yours. Go quickly and carry this news to the king. Tell him not that I sent you. Fail not, for the green eyes of the god will see your infamy."

The king listened with a smile twisting his soft lips. He clapped his hands sharply. Two huge Abyssinian guards rushed in.

"Strangle this slave," he said sharply, "and send in my servant Efram.

"The merchant," he said to Efram, "will steal the green eyes of the god tonight. Suffer him to do so. Watch over him lest the charm be broken. Follow him and when the time comes, slay him and bring me the eyes."

* * *

The merchant wondered at the absence of his slave, but his camels waited in the court. They were fleet and strong. Before dawn he would be beyond pursuit.

In the gloom of the temple he climbed on the lap of the bronze idol, then sat astride the cold right shoulder and with a dagger pried out the pale-green eyes.

As he clambered down, sprawling against the idol's chest, a light shone on him and an arrow darted under his right arm and clicked sharply against the bronze ribs of the god. With a cry the merchant slid into the surrounding dark.

(To Be Continued.)

Avarice—II

The sun rose on the caravan far out upon the gray sands. The eyes of the merchant kept turning to scan the rear, but they were not keen enough to catch the tell-tale dust of the servants of the king, for it rose up from his own camels feet.

On the fifth day the merchant left his tunic, with the eyes sewn in the hem, upon his camel's back while he slept in his tent during the great heat of the day. When evening came, the merchant was dead.

The king received the green eyes from his faithful slave.

"You have done well," said he. "Go now and rest."

He clapped his hands sharply. "Strangle him," he said to his huge guards.

But the king did not feel safe. He peered into the faces of those about him for signs, yet he found none. Even the cool eyes of the dark priest held no hint of the secret that he bore.

By day he kept the green eyes close to his heart. At night he fell asleep with his right hand clasped about them. Gradually a great fear came over him. So long as he kept the eyes upon his person he felt safe, but what would happen should he, in an unguarded moment, depart from them? In having the protection that their presence gave he felt the menace that their loss would bring upon him.

At last he could bear the strain no longer. The voice of the sightless idol called for its eyes. He would return them to their sockets before the sun rose again.

It was cool and dark in the room about the idol's feet. The king sprang upon the stone of sacrifice. As he reached up to replace the eyes in the black sockets in the idol's head, something sighed behind his back. Fear gripped his heart. His arms fell and the green eyes bounced three times each upon the tiled floor.

* * *

The next day, at dawn, the bell roared from the minaret. The dark priest stood with a twisted smile beside the body of the king, where it lay across the stone.

"Behold," said he, "the eyes of the god where they have fallen from the wicked hand of the king."

* * *

The old philosopher rose. "The damp evening air is not helpful to my bones," he said, "but I feel like laughing just the same, when I recall how, when the enraged people had carried out the body of the king and thrown it in the ditch, the dark-skinned priest slapped the bronze idol on the leg and said: 'What a dumb old fakir you are sitting there all day with your wide-open green eyes.'

"I suppose you would not believe it if I told you the eyes winked."

BUILDING!

"An old man traveling a lone highway
Came in the evening cold and gray,
To a chasm, deep and wide;
The old man crossed in the twilight dim,
The sullen stream held no fear for him,
But he paused when safe on the other side,
And built a bridge to span the tide.

"'Old man,' said a fellow, traveling near,
'You're wasting your time by building here,
Your journey will end with the ending day.
And you never again will pass this way.'

"The builder lifted his old, gray head—
'Good friend, in the path I have come,' he said,
'There follows after me today
A youth, whose feet will pass this way.
This sullen stream, which was naught to me,
To that fair youth may a pitfall be.
He, too, must cross in the twilight dim,
Good friend, I build this bridge for him.'"

—Anon.

EDUCATION IN ACTION

Buffalo Students Helped Over Bumps

Aiming to provide means whereby every Buffalo, N. Y., boy and girl who is worthy, may obtain a high school education, a corporation has just been formed by parents-teachers' associations to administer a student aid fund. The original amount was donated by a citizen of Buffalo who has remained anonymous, but memberships on a contributing basis will be available to the public. The fund will provide loans to high school students who otherwise could not complete their courses on the same scheme that college loan funds are administered, although only two per cent interest will be charged the graduate when he begins to repay the money upon completion of his course. Suitable arrangements to defer payment are planned for those students who desire to proceed at once with still higher courses. Recognizing that high school training makes for intelligent citizenship and proper character development, the Buffalo committee has announced that it will expand the fund as much as possible in order to benefit many pupils.

Missouri Students Operate Radium Substitute Refinery

The country's only manufactory of mesothorium, a substitute for radium, is operated by chemistry students at the Universiy of Missouri. From $5,000 to $25,000 worth of mesothorium, which has virtually the same properties as radium, is produced annually at the miniature factory at Columbia, Mo., under direction of Dr. Herman Schlundt and Dr. G. E. Breckenridge. It was Dr. Schlundt who, working with the United States Bureau of Mines, perfected the process by which mesothorium is recovered from the ore monazite. Refineries send concentrated ore to this factory, and the finished product is sent to Federal laboratories for certification. Like radium, mesothorium may be used for medical treatment and for illumination of watch dials. It sells for about $30 a milligram.

Waldorf's Regal Lions Go to Women's College

L. F. Loree, president of the Delaware and Hudson Railroad, and a member of the board of managers of the New Jersey College for Women, has presented to the college the seven regal lions which for years graced the front of the old Waldorf-Astoria Hotel in New York city, together with seven pillars which formed part of the decorations of the famous old hotel. They were purchased by Mr. Loree at the recent auction of the furnishings when the hotel was torn down to make way for an office building. Alfred R. Henderson, college bursar, announced that it has not been decided where the lions will be placed. They may be used for a building or may be used in forming memorial arches or gates, he said.

Turks Send Girl Abroad to Study

For the first time in its history the Turkish government is sending a young woman abroad to study. She is Zehra Tahsin Hanoum, who will spend three years in Switzerland taking a course in physical education. She won first place in a recent competition, and is to pursue her studies under the patronage of the Ministry of Public Instruction.

Southern University Offers New Awards

A new series of fellowships available to southern graduates who are interested in problems of special significance to the South in social sciences, has been announced by the social science research council of the University of North Carolina. The two awards are junior fellowships for first year graduate students, the stipend to amount to $500 and up, and the junior fellowships for the more advanced graduate students, the stipends range from $750 up. They are open to men and women who are graduates of accredited colleges and universities.

Chicago Industries Aided by University

The University of Chicago and the industries of Chicago are working more closely together than ever before in a "joint effort of learning and labor" to solve the problems of the day. Dr. Robert M. Hutchins, president of the university, told business leaders recently in Chicago. Industry has learned to bring its perplexing questions to the universities trained experts, while the university has learned to appreciate the benefits to be gained by contact with industry, declared the young Chicago president, who has just observed his thirty-first anniversary. At the present time, he said, university men are studying the chain store and its effect on merchandising, both in the grocery and drug store fields, aid having been requested by business men. The university is studying Metropolitan trade areas in an effort to help a large industrial concern locate its stores efficiently. It is seeking to ascertain the public's attitude toward certain products and why, in order to advise advertising men. In the field of transportation, Dr. Hutchins continued, the university has been enlisted in the effort to solve Chicago's railway station problem, a work which he termed especially important, as one-third of all transportation cost is station cost, and a tremendous volume of traffic is handled through Chicago.

School Teacher Gets $10,000 Federal Job

The ambition of a Georgia school teacher that she could fit herself to hold an important government position was realized recently, when the Senate confirmed the appointment of Miss Annabel Mathews, as a member of the United States Board of Tax Appeals. Having entered the government service at a salary of $900 a year, Miss Mathews now assumes a judicial position that pays $10,000 annually. She had prepared herself for the post through study of law and of tax matters while a government clerk. She will be the only woman member of the board of sixteen. Miss Mathews, a native of Gainesville, Ga., after graduating from Brenau College, taught school in her home state until she entered the Internal Revenue Bureau in 1914. She received her law degree in 1921, after which she was appointed an attorney in the office of the general counsel of the Internal Revenue Bureau.

B. U. Student Sews For Sake of Art

"Sewing a fine seam is an art, especially when one creates a gown to suit the personality of its wearer." Such is the opinion of Lilli Ann Werner, of Lancaster, Pa., the modiste of Boston University's School of Religious Education, where she is studying to obtain a wider cultural background for her life. Gowns she has designed are being worn on the other side of the world, in Japan and Syria, and she calls her new life in Boston "fascinating." The term "Mlle. Modiste" might easily be applied to Miss Werner, for in addition to her sewing she is a singer and an actress. The unique combination of modiste and director of religious education is Miss Werner's aim, for she is plan-

ning to correlate her profession with fine arts in religion, her major at B. U. In getting practical experience for this work, she has costumed pageants for several churches in greater Boston, in addition to the laboratory work in costuming required at the school. "I studied gown making at two fashion academies in New York, and then went back to Lancaster, where I opened a small studio for an interesting clientele. I sent my three brothers through high school, and then, when they were ready to go to work and go to college, I decided to get a college education for myself."

Find Young Students Excel in Scholarship

The theory recently advanced by Dr. A. Lawrence Lowell, president of Harvard, that the younger undergraduates at colleges generally excel in scholarship those of more mature years, was upheld in a statement issued by Dr. Frederick B. Robinson, president of the College of the City of New York, in discussing the findings of the personnel bureau under the direction of Dr. Arthur F. Payne. During the past three semesters the personnel bureau has given more than 30,000 psychological tests to entering freshmen and sophomores. The tabulated results, it was reported, revealed a distinct superiority of the younger men. It also was announced that a steady decrease in the average age of entering students has been noted.

Makes Trip Abroad For Aid in His Exams

Here's the very latest in preparing for Harvard examinations. Edward M. Warburg, Harvard senior, son of a New York financier, has gone to London to look at an exhibition of Italian paintings. Concentrating in the fine arts at Harvard, he felt that he needed first-hand information on the Italian masters. As a result, the college authorities, on the recommendation of the fine arts department, allowed Warburg to leave his studies at Cambridge for three weeks. It is taking him about one week to reach London. Once there, he will spend a few days in studying the special Italian exhibit now being shown there, and then will catch a liner back, just in time to take the divisional examinations on which his degree depends. Friends have computed that Warburg will be traveling 7,000 miles in his search for first-hand knowledge of the fine arts, and that this particular cramming session will cost him in the vicinity of $2,000.

Advocate New State School

Establishment of a $3,000,000 school for teaching young men and women trades and industrial crafts, was urged by William J. McDonald, Boston real estate man, and others before the Massachusetts legislative committee on education. In addition to McDonald, those appearing for the proposal included Professor Edward F. Miller, of Massachusetts Institute of Technology, A. H. Kenyon, advertising consultant, William C. Crawford, headmaster Boston Trade School, Robert O. Small, head of the vocational education division of the State Department of Education, and Representative Thomas J. Caroll, of Revere. Professor Miller said the demand for trained men is greater than the supply now being turned out by technical institutions. Mr. Crawford declared that the superintendents of the majority of large industrial plants are men trained in foreign countries and that the supremacy of American industry depends in large measure on the ability of this country's schools to turn out trained workers and managers.

Scores Difficult School Curricula

Expounding a gospel of sympathy and patience in the training of the child, Angelo Patri termed this era "the age of the emancipation of youth," in an address before the Home and School Visitors' Association in Boston. "We are beginning to attain a new understanding of the needs of children in freeing them from too difficult school curricula," Mr. Patri said. "We have learned that there is no necessity of swamping the child with a myriad of endeavors. The discovery that oppressive education isn't education at all, is one of the present day's greatest aids to the training of the youthful mind. This is a period of emancipation from the teacher, from the stultifying, distaseful tasks. The modern child is freed from the bugaboo of having to do things he doesn't like to do."

Brazilians Survey Our School Work

Twelve Brazilian educators are making a tour of eastern cities of the United States to study educational methods. The educators are under the guidance of the Institute of International Education, New York, and their visit, which marks a contribution to a widespread movement to further cultural co-operation between this and South American countries, is being financed by the Carnegie Foundation for International Peace. The delegation is divided in its interests between various phases of educational activity. Two of its members, Dr. O. B. de Couto de Silva, chief of the psychological laboratory in the medical faculty of Rio de Janeiro, and Dr. Orthon H. Leonardos, professor of civil engineering in the Polytechnic School at Rio, are concerned chiefly with institutions of higher education. Educational methods pursued by hospitals and women's organizations are of particular interest to Mrs. Carlos Delgado de Carvalho, and Mrs. Anna E. M. de Varros, while elementary schools and the project methods of teaching, form the chief attraction for Miss Consuelo Pinkeiro, Miss Maria Dos Reis Campos, Miss Laura Jacobina LaCombe, and Mrs. Julieta de Silva Arruda.

Texas Defends Rural School Law

The State of Texas has appealed a decision of R. B. Minor, district judge, holding unconstitutional the rural school law. The Minor decision enjoined the State Board of Education from carrying out the provisions of the act authorizing $5,000,000 for two years' school aid. Some 350,000 school children are affected. The law was attacked in a suit filed by the Texas League for Equal and Uniform Taxation, in the name of a taxpayer in a school district which does not benefit by the rural school act.

Public Schools Use Few Men Teachers

Less than thirteen per cent. of the day public school teachers employed in cities throughout the country during the academic year 1927-28 were men, according to statistics offered by the office of education. The statistics cover all cities with a population of 2,500 and over. The total population of such communities was placed at 54,885,777 by the 1920 census. The total number of teachers in the day schools of these school systems—2,885 in number—was 361,314, of whom 45,413 were men and 315,901 women. During the two years ending in 1928 the regular day school population rose from 11,714,231 to 12,273,412 boys, an increase of 4.8 per cent. The increase in the average attendance was higher.

Refuse to Admit Women to Club

A discussion of whether women students should be admitted to a new $500,000 building, constructed for a men's union at the University of Glasgow, has developed into an acrimonious controversy. In Scotland the presence of girls at seats of higher learning is regarded, even in these days, as something out of the ordinary. The suggestion for the admittance of women to the union building was defeated heavily at a meeting of the students' council. "A Broken Man" wrote to the Glasgow University magazine that women students are "ugly in face, form, and mind. They have no humor, no initiative, no originiality, no

love for beauty, no taste in dress, no ability in the writing of verse, no idea of food, no religious beliefs, no discernment where men are concerned, no aptitude for any serious study, no judgment in wine and tobacco, no delight in music, no taste for art, no appearance in public, no contempt for politicians, no spleen for financiers, and no wish to escape from their destined and damnable profession—school teaching." One girl student replied that "The 'Broken Man's' tirade is an hysterical outburst of a young man suffering from an inferiority complex. He is disarmed as a serious critic when he does not attribute a single virtue to women." But even so, she could not refrain from aiming a blow on her own account. "The criticisms are typical of what one might expect from the flabby, colorless, effete, discourteous, boring and brainless students who are in a minority."

Teachers' Pay Raise Refused

The Boston School Committee has decided against any salary increases in 1930, for either teachers or masters, the Schoolmen's Economic Association was told by Dr. Joseph V. Lyons, a member of the committee. An audience of more than 100 heard the disclosure with great indignation, and then voted to organize the Boston public school teachers, and ask the Legislature to authorize salary increases over the heads of the School Committee. Dr. Lyons indicated his disapproval of the action of the School Committee by saying it is his personal opinion that Boston teachers are not paid enough. He advised the teachers to go ahead with their plans to appeal to the Legislature and urged them not to be discouraged, pointing out that the Boston city government would doubtless ask during 1930 for authority greatly to increase its expenditures. The School Committee, faced with the necessity of building more high schools on the one hand, and many salary increase demands on the other, apparently decided the new buildings the more necessary, it was inferred from the explanation given by Dr. Lyons.

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TREND OF THE TIMES

UNEMPLOYMENT DECREASED in Great Britain at the end of 1929, as compared with the same period the year before. Figures given out estimate the unemployed in Britain on December 30 at 1,510,200 workers. It is 10,530 less than at the end of 1928.

SEVEN AGES OF MAN were thrown over in favor of three by Sir Henry Hadow, vice-chancellor of Sheffield University, England, recently. "The first is the age of observation, when you find out what things there are in the world," he explained. "The second is the age of selection, when you find out what is your particular gift, and the third is the age of concentration, when you carry that gift into action," he said.

SURFACE TEMPERATURES of the stars ranged from about 3,000 degrees centigrade for the reddest to about 20,000 degrees for the hottest types, asserted A. S. Eddington, professor of astronomy at Cambridge, in a recent lecture. The sun has a surface temperature of nearly 6,000 degrees, but soon reached 1,000,000 degrees, and it was calculated that it showed 40,000,000 degrees at the centre, he said.

OLD-TIME PROSPECTOR with his donkey, his pick and shovel and his pan, has been relegated to the romantic past, and in his stead the trained geologist, equipped with maps and apparatus, and working, not for himself but for the large mining and petroleum companies, leads in the modern quest for gold, according to Allen H. Rogers, consulting engineer, in a lecture at Columbia University.

1930 CENSUS, covering a three-year period for preparation, enumeration, tabulation and printing, will cost about $40,000,000, according to Secretary of Commerce Lamont. The total of all questions listed for the census was set at 20,000. Divided among the population of the country, the cost will be ten cents per year, per individual, or a total cost of thirty cents for the completed census.

CONGRESSIONAL DISINCLINATION to the authorizing of independent commissions and committees, kept in bounds in the early months of President Hoover's administration, is now being evinced in both legislative chambers. So far President Hoover has appointed eleven committees and has asked for two more, but one has been turned down by Republican leaders in the House and the other rejected by the Senate Foreign Relations Committee.

IMPOSITION of prohibitive taxes upon moving picture theatres showing foreign sound and talking films is being sought by Brazilian musicians who are jobless as a result of the talkies. The campaign against the talkies in Brazil has stirred public interest. This has caused a greater interest in the English language and put English teachers in demand. One town would burden with a tax of 500 mil reis per showing every theatre exhibiting films in which there are English dialogues or songs, in an effort to protect the Portuguese language.

AIR MAIL in 1929 amounted to about 7,000,000 pounds which was carried over the twenty-five domestic air routes. This amount is nearly double that of 1928. The total length of the mail airways—14,387 miles—was very little more than the year before, but the total number of miles flown by the mail pilots reached nearly 15,700,000, which was almost double the mileage of the previous year. In addition to our domestic flying, several new airways were opened to Mexico, South America and the West Indies.

AGITATION looking toward the realization of a "Southern Economic Union," which in function would somewhat resemble the proposed "United Economic States of Europe," has been revived in the countries which would be included in the movement: Argentina, Chile, Bolivia, Paraguay and Uruguay. Economic and political leaders, especially in Chile and Argentina, are urging a congress of representatives of these nations and it is believed that some action may come during the present year.

AN ARMY not only travels on its stomach but would appear to think less of desertion when the food is top-notch. At least General Charles P. Summerall, chief of army staff, states decrease in desertions from 7.39 per cent. in 1925 to 5.20 per cent. in 1929 is due to improvement in rations. He also recommends better uniforms, which he believes makes soldiers fight better.

The BOOK TABLE

CHILDREN WELL AND HAPPY. By May Dickinson Kimball, of the Massachusetts State Federation of Women's Clubs. Cloth. New York: F. S. Crafts and Company, Inc.

This book is a revelation of the spirit and wisdom of the woman who founded "Mothercraft" as she gave a course of lectures in Boston twelve years ago.

The Federation of Women's Clubs renders an important service to the country as well as to motherhood and babyhood by the promotion of a knowledge of "Children Well and Happy" by girls of school age from ten to fifteen.

"Children Well and Happy" is a great life saver. It is of inestimable value to the country and to civilization to have such a book available, especially for young mothers and older sisters.

The shocking record of deaths of babies can be lessened wonderfully by the promotion of the use of this book. It is not only the information which is given, but the fact that it is so written and illustrated that girls will enjoy it. It will make their interest in their dolls more vital.

"Mothercraft" creates an atmosphere of health and happiness, and the saving of a baby may have a vast influence on the world. Conrade Hubert, a little Jewish boy from Minsk, Russia, grew to manhood in this country, promoted the use of the flash light and recently left six million dollars, one million of which has been given to Boy Scouts and Girl Scouts and other millions to hospitals, nursery schools and colleges.

It is glorious that that baby lived, was well and happy, and has made millions of other babies well and happy. This book is worth millions of dollars as a saver of lives by making it easy to make babies and older children "Well and Happy."

THE DEVELOPMENT OF THE UNITED STATES. By Wilson Porter Shortridge, professor of History, West Virginia University. Cloth. 775 pages. New York: The Macmillan Company.

Professor Shortridge renders a great service to West Virginia's spirit of progress by making the history of the United States from the coming of the white man more than three hundred years ago lead definitely and brilliantly to the United States as a world power in the last forty years, and most especially does he have it all culminate in the influence industrially, financially and politically in the last five years.

THE ALPHA INDIVIDUAL ARITHMETICS. A Combined Text and Workbook. By the Supervisory Staff of an Experimental School, Cincinnati, Ohio. Illustrated by Blanche Fisher Laite and others. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is a complete series of arithmetics for individual instruction in which each book combines a complete text and workbook. Although teachers have come to realize theoretically that each child's needs and interests and abilities differ from those of every other child, they continue in actual practice. Too many teachers continue to deal with children en masse.

The Alpha Individual Arithmetics make it easy for any teacher to do the right thing by every child in a wise way

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RECORD BLANK FOR USE WITH THE AMERICAN HANDWRITING SCALE. By Paul V. West, Ph. D., School of Education, New York University. New York, Chicago, Cedar Rapids, Portland, Ore.: The A. N. Palmer Company. A. N. Palmer Company.

The success of any elaborate system of education for school use depends upon a system of accounting for the definite achievement of each pupil and the record must be one that each pupil makes himself, and it must be a record that the teacher can understand and appreciate without any appreciable draft upon her time and absolutely without any draft upon her physical or mental energy, and Dr. Paul West's Record Blank meets all these conditions.

THE JUNIOR HIGH SCHOOL AND ITS CURRICULUM. By Philip W. L. Cox, School of Education, New York University. Cloth. New York, Chicago, Boston, Atlanta, San Francisco, Dallas: Charles Scribner's Sons.

The junior high school presents the chief educational problems of the day and Dr. Philip W. L. Cox's experience in the last twenty years has given him rare opportunities to test and measure everything that has led to failure as well as the demonstrations that have kept the junior high school on the trail of education in history. More important even than his experiences in Newport, R. I., Eastern Massachusetts, Solvay, N. Y., St. Louis and New York City is his devotion to the interests of youth and masterful skill in solving vital problems such as the junior high school has presented in the twentieth century.

"The Junior High School and Its Curriculum" is one of the most useful publications of the present decade, and one paragraph is characteristic of his estimate of the significance of this undertaking in meeting the problems of the hour.

"The junior high school expresses a changing conception of education. This new type of school is characterized by tolerant, friendly, and spontaneous relationships among pupils and teachers and parents and other members of the school communities. It offers opportunities and encouragement to the creative aspirations of all the adventurous spirits of the school community. It exemplifies those aspects of democracy and Americanism which promise most for the present and for the future. It is an adventure in common purposes and in their fulfillment through individual endeavor."

Books Received

"A Guide to Books for Character Fiction." By Starbuck and others.—"Business Communication." By Altmater.—"Program Making for Junior High School." By Harrington.—"A Sewing Manual." By Fowler and Alexander. New York: The Macmillan Company.

"Variations in Development and Motor Control in Goiterous and Non-Goiterous Adolescent Girls." By Louise A. Nelson.—"Adaptability to New Situations." By S. R. Laycock.—"Generalisarions Basic to the Social Studies Curriculum." By Billings. Baltimore, Md.: Warwick and York.

"Mind and the World-Order." By Lewis.—"Types of Philosophy." By Hocking. New York: Charles Scribner's Sons.

"His Own People." By Leon W. Rogers. Chicago: Laidlaw Brothers.

"German Travelling Companion." By R. Lusum.—"German Commercial Correspondence." By R. Lusum. London: Effiningham Wilson.

"Citizens Reference Book," Volume 1 and 2. By Morris and Odum.—Chapel Hill, N. C.: University of North Carolina.

"The Diagnosis of Health." By Emerson. New York City: D. Appleton and Company.

"Motion Pictures in History Teaching." By Knowlton and Tilton. New Haven, Conn.. Yale University Press.

"A Case Book in Discussion." By McKinney and McKinney. New York City: The Ronald Press Company.

"The New Pure Philosophy." By I. R. Wall. Morro Bay, Calif.: The Morro Book Shelf.

"Nos Amis Les Betes." By Mitchell. Newark, N. J.: Silver, Burdett and Company.

"Solid Geometry." By Strader and Rhoades. Philadelphia, Pa.: John C. Winston Company.

"Progress Toward Legan Recognition of a Precise Standard Inch." By Bullock. New York City: American Institute of Weights and Measures.

"Northwestern University Contributions to Education." By School of Education. Bloomington, Illinois: Public School Publishing Company.

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"Good," said one of the group. "To break off a lifetime habit requires a strong will."

"Well, that's what I've got," said the wife.

And Don't Talk Back

Traffic Cop—"What's your name?"

Truck Driver—"It's on the side of me wagon."

Traffic Cop—"It's obliterated."

Truck Driver—"Yer a liar. It's O'Brien."

Running Expenses

Bookkeeper—"How shall I book those $50,000 the cashier ran away with?"

Manager—"Write them down as running expenses."

Didn't Miss Any Favorites

It was in a holdup. A stray bullet grazed him and he fell. Thinking he was dying, he dictated a farewell note, "Give Grace my true love and best regards. Carbon copies to Jane, Helen and Dot."

No Prophecy Wanted

He—"You must economize! Think of the future. If I should die, where would you be?"

She—"I'd be all right. Where would you be?"

Disturbing the Peace

Foreman—"What's the big idea of quitting?"

Riveter—"Oh, I don't mind hammering rivets all day long, but the man who works with me hums incessantly."

And Then He Lost His Head

Cholly (dramatically) — "Miss Ethelyne, I have lost my heart!"

She (fixing him with steel-gray look)—"Why don't you advertise?"

A Full Week Ahead

Cubist Artist—"You see, we moderns strive for the purgation of the superfluous, which throws the accent on the inner urge. Do you follow me?"

Visitor—"No, I'm ahead of you. I came out of the asylum last week."

Inhale Softly

Landlady—"I'm sorry to say the lady who gave me the recipe for this soup has just died!"

Star Boarder—"Then, out of respect, we'll all drink it in silence."

And Another Chance

Bride (coyly)—"And what do I get if I cook a meal like that for you every day?"

He (ruefully)—"My life insurance."

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A Noble Tribute

Of schools and school days, as memories go, one school stands out as a milestone in my uneventful life. The days spent there were particularly pleasant. I was about fourteen, that susceptible age when a smile from the other side of the schoolroom had its effect on a boy. The scene was laid in Coburg, Lane County, Oregon, a "city" consisting of a schoolhouse, a dozen farmhouses nearby, a sawmill, and a department store of one department. The schoolhouse was situated on a little knoll that I used to think the most beautiful spot on earth.

I have something to say about the teacher who presided over this school in the winter of 1870-71. The contrast between this young man and his predecessor was quite marked. The latter was a stern old man who came into the schoolroom the first morning with a bundle of high-grade hazel switches which he placed conveniently, and then proceeded to unbuckle his six-shooter, also to be placed within easy reach. If this was intended as a challenge, no one accepted it at the time—but one of the boys did years later.

I shall not forget the morning when the young man made his appearance. Of course we were all anxious to see what kind of a chap we had to deal with, and we were on hand early. The eventful moment came, and into the room walked the most dudish young man we had ever seen. He wore "store clothes," flowing side whiskers, a paper collar, and a smile. The collar was fresh and clean—this to our satisfaction. He had no whips; and if he was the possessor of a gun, we never saw it. The "store clothes," however, gave a certain offense to some of the boys. He even shook hands with us; and that incident made friends with us right away from the jump.

It was quickly evident that he was on the job—and how he did drive us! He sent me through Thompson's Higher Arithmetic, Davies' Algebra, and Clark's Grammar during the winter, beside teaching us a lot of things not in the books. We got used to the "store clothes" and down-east speech, and were more than sorry when the last day of school came.

The young man is still living, and I hope I may take him by the hand after these three score years. We are both approaching the crest of the Great Divide and may not meet on this side. To all of us he gave counsel that has helped us on the long journey now so near the end. Many of the old boys and girls have dropped out of the line of march, but those of us on the long-trail cherish the name that is known here and abroad as well.

J. R.

Hair Cuts Free to Poor Children

A barber's "clinic" in Marinette, Wis., provides free hair cuts for children in public schools who need this service, and whose parents can not afford to pay for it. Three members of the Barbers' Association of Marinette donate their time on one or two mornings each month, and materials and equipment are provided without charge by the association. The hair cuts are given in the school health center of the junior high school. As many as seventy children have been given hair cuts in one morning. The average is between forty and fifty.—Exchange.

School Marks Are Index

Mina M. Langvick, specialist in Rural Curriculum, Office of Education, recently stated that: "The 'mark' is the school's measure of achievement or failure. To the majority of children it is perhaps a reasonably fair measure of effort and achievement, and a stimulus to greater effort and greater achievements. To the minority—children in the upper and lower quartiles—it may not be either a fair measure of effort or achievement, or a stimulus to greater effort. To those at the marginal edge of success or failure the mark is often an underestimation of effort and may serve as a 'stigma' from which the child may find it difficult to recover; and it is an injustice which should not be tolerated. Repeated failure of children who either lack ability to do the work assigned, or whose efforts have been underestimated, may prove disastrous. The school's influence may become negative. It may affect not only the child's attitude toward school, but his whole attitude toward life. It may become a most effective instrument for habituating or condemning the child to failure. Teachers' marks have been found to be unreliable and subjective. Teachers are, with few exceptions, painstaking in their efforts to place a fair estimate upon the child's work. The fault lies not with the teacher, but with the retainment of traditional practices, such as the measurement of educational progress by the time during which the child is exposed to education, rather than by educational growth; and the process of mass production rather than individual progress. When education is more fully conceived of as growth and in terms of individual progress, children will be studied and dealt with as individuals. They will not be passed or failed in accordance with their ability or inability to adjust themselves to a standardized, inflexible curriculum; but the curriculum will be adjusted to their needs, and they will progress on

the level which they can attain, and will be happy in their achievements. They will find enjoyment and stimulation in an atmosphere in which each can stretch his imagination toward greater accomplishments."

Mental Testing for Teachers

Prior to the Great War mental testing was indulged in only by psychology professors, and was a thing unheard of by John Doe. Today tests of various kinds are being used in large business organizations, and one city at least (Minneapolis) has given mental tests to its police force.

And now appears upon the educational horizon the I-Q Teachers' Association of Omaha, a teachers' placement agency, which has as its membership requirement a satisfactory I. Q., determined by a standard mental test. The I-Q Teachers' Association is founded on the assumption that the employer has the right to know the mental capacity of the teacher under consideration.

Meetings To Be Held

FEBRUARY.

28. National Association of Commercial Teacher Training Institutions. New York University, Washington Square East, New York City.

APRIL.

3-4-5: Tenth Annual Ohio State Educational Conference. Columbus. T. C. Holy, Secretary.

Books Received

"The Gateway Series of Tested Plays." Edited by C. M. Wise.—"Modern Lyric Poetry." By Herbert Bates. Evanston, Illinois: Row, Peterson and Company.

"Experiments in Health." By J. M. Andress and Maud A. Brown.—"Unit Sample Set." By Ruth O. Lane and H. A. Greene. Boston, Mass.: Ginn and Company.

"Practices of Charity for Boys and Girls." By Ellamay Horan. Chicago, Illinois: Loyola University Press.

"Eastern Commercial Teachers Association, Second Year Book." New York City: Eastern Commercial Teachers' Association.

"Billy Boy on the Farm." By Alice Hanthorn. Chicago, Illinois.: Benj. H. Sanborn and Company.

"The Junior College Curriculum." Edited by William S. Gray. Chicago, Illinois: The University of Chicago Press.

"The Wayside Inn for Birds." By John Martin. Boston: D. C. Heath and Company.

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